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THE
HERBERT SERIES
OF
SHORT SCHOOL BOOKS.

GRAMMAR.

BOOK III.

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The books will be general, every part on the part of the each set of five different point of the



and into lessons; and in save time and trouble the part of the pupil. the lesson, in which the in different language;

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AN
EASY ENGLISH GRAMMAR
FOR BEGINNERS;

BEING
A PLAIN DOCTRINE OF WORDS AND SENTENCES.

•
BOOK THE THIRD.
OF THE VERB, SYNTAX, AND PARSING.

BY
J. M. D. MEIKLEJOHN, M.A.

LONDON:
SIMPKIN, MARSHALL, AND CO., STATIONERS HALL COURT.
MANCHESTER:
A. IRELAND AND CO., PALM MALL COURT.
1884.



PREFACE.

THIS third part contains nearly twice as much matter as either of the two former parts; but, if the others have been faithfully got up, it can be worked through in the same time. It connects itself immediately with the first part, and forms along with it a tolerably complete course of English Grammar—as it is taught in schools, apart from or independently of what is commonly called analysis. But, in fact, the one cannot prosper without the other; and it is no exaggeration to say that the only kind of accurate mental training which can be had by those who have no opportunity of receiving thorough instruction in the classics is to be obtained through careful and copious work in analysis. Shakspere and Milton, Tennyson and Browning, offer many hard intellectual language-nuts to crack, which are not unworthy of the notice of a good classical scholar.

It is to be hoped that no one will find the few new terms employed in this third part stumbling-blocks in his way. I have frequently been asked why I introduced the *Dative* case into this Grammar. To this the only possible reply is: That neither I nor any person introduced, or could introduce, that case into the language; it has always been there. The same reply may be made to the same question regarding the *Gerund*. We used to be informed, by the older and less enlightened grammarians, that the *Infinitive* was construed with Nouns, Adjectives, &c.; but no one could ever understand how this was possible, and the feeling induced in the mind of the pupil was that the Infinitive could be construed with anything. The complete solution of the Syntax of such phrases as "He was shown over the house," "He was promised a bishopric"—which many grammar-writers have with their usual rashness pronounced to be "bad grammar"—is only one of the successes that may be expected when the English language is conscientiously examined.

It is recommended that the Rules of Syntax should be learned by heart—but only after they have been thoroughly understood, and to some extent practically used in exercises. It is of the highest importance to teach a pupil early to distinguish between *good English* and *good grammar*. *Good English* may be *bad grammar*, and contrariwise. One thing the English people have the strongest repugnance to; and that is, to show that they are thinking about the grammatical correctness of a sentence. Hence they always have said, and always will say, "Where is my hat and stick?" "Here is a knife and fork;" and hence they will soon come always to say, "Who did you give the note to?" and so on. This repugnance is in accordance with good taste, and with a right sense of the fitting. Grammatical rules are the skeleton of a language; and, just as beauty is destroyed when the bones of an animal are too prominent, so the grace and ease of a language are destroyed, when a too careful attention to stiff and unbending grammatical rules is visible.

The exercises for this part, as well as those of the former parts, have been prepared by James D. Meiklejohn, B.A., of Eccles.

I have received most valuable assistance from the works of Mätzner, Fiedler, and Sachs.*

J. M. D. MEIKLEJOHN.

Bowdon, October 3, 1864.

* *Wissenschaftliche Grammatik d. Englischen Sprache, Erster Band von Eduard Fiedler, Zweiter Band von Dr. Carl Sachs. Englische Grammatik, von Eduard Mätzner, Erster u. Zweiter Theil. It is a pity that there are no books half so good in the English language.*

AN EASY ENGLISH GRAMMAR FOR BEGINNERS.

PART VII.

OF THE CHANGES OR INFLECTIONS OF WORDS.

We must now acquaint ourselves more fully than we did in Part II., with the changes or inflections which words undergo.

CHAPTER I.

OF THE INFLECTIONS OF NOUNS.*

NUMBER.

In Old English, or, as it is usually termed, Anglo-Saxon, the ending of the plural of Nouns was *as*. In later English it became *es* ; in modern English it became *s*.

* In this section mere questions of spelling have been avoided.

1. Of those which form their plural by adding *en* to the singular, some change the previous vowel, as *brother, breth-ren* ; *sow, swi-ne* ; *cow, ki-ne*. *Children* is a double plural. It was originally, and is still among the uneducated classes, *childer*. But it afterwards received the additional and unnecessary termination of *en*. A double plural was also found in the word *lamb-r-en*.*

2. Some Nouns have two kinds of plurals, and of these one is like the singular. As :

<i>Singular.</i>	<i>Plural of Quantity, or of Indefinite Number.</i>	<i>Plural of Definite Number.</i>
Fish	Fish	Fishes
Wild-duck	Wild-duck	Wild-ducks
Penny	Pence	Pennies

Genius has in the plural *geniuses*, that is, *very clever men* ; and *genii*, supernatural beings mentioned in Eastern tales.

3. *Alms* and *riches* are not plurals. They are true singulars.† The old English for the one was *aelmesse* ; and the proper form of the other, which is a French word, is *richesse*.

4. Some Nouns have no singular. As :

Amends	Folk ‡	Nuptials	Tidings
Annals	Measles	Odds	Victuals
Hustings	News	Thanks	Wages

* We have also, in Old English, *calveren* ; and we still have in Shropshire *flen* for *fleas*, and in Scotland *een* for *eyes*.

† But it is not incorrect now-a-days to use *riches* as a plural Noun.

‡ *Folks* is a colloquialism, if not a vulgar error.

5. Some Nouns *cannot* have a singular. As :

Bellows	Scissors	Spectacles
Pincers	Shears	Tongs

6. Names of materials, and many abstract Nouns, *cannot* have a plural. As :

Milk	Silver	Pride
Gold	Iron	Sloth

But when the names of materials are used to indicate *varieties*, or different kinds of these materials, they take a plural, as *wines, teas, &c.* ; so with abstract Nouns, as *negligences*.

7. Some Nouns alter their meaning entirely in the plural. As :

Iron Irons	Good Goods
------------	------------

8. We retain many foreign plurals, though we are slowly getting rid of some of them. As : *Seraphim* (Hebrew) ; *Antipodes* (Greek) ; *Dilettanti* (Italian) ; *Animalcula* (Latin). We have got rid of the foreign plurals in *Terminuses, Crocuses, Aquariums*.

9. There are many words that have no different form for the plural. As : *sail* (in the sense of *ship*) *brace, pair, thousand, deer, &c.* But, when we use an *indefinitely numbering* Adjective with *pair, &c.*, a plural form must be used ; as *several pairs, many thousands*.

CASE.

1. The old form of the POSSESSIVE case was *es*. Then the *e* was dropped, and the ' put in its place to show that something had been left out. We still find the *es* in Wedn-*es*-day = Woden-*es*-day, that is, Woden's or Odin's day. The word *needs* is a possessive case, but without the apostrophe. It is equal to *of need* or *of necessity*.

My head is twice as big as yours :
It therefore needs must fit.

That is, It must *of necessity* fit.

2. The old ending for the DATIVE singular and plural was *m*. This is found in the pronouns *him* and *them*, which are at present used either as datives or objectives ; and in *whom*, which is now used only as an objective.

3. The Saxons (or Old English) had another case, in addition to the five cases, called the ABLATIVE. It is translated by the word *by* or *in*. We have only a few traces of it in our modern English, as in *why*, *how*, and *the*. *Why* means *by what reason* ; *how* means *in what way* ; and *the* (before comparatives) means *by that*. Thus we say "The older he grows, the duller he becomes." Here the word *the* is not the Adjective or Noun-marking word *the* ; it is rather an Adverb, modifying *older*. It is, in fact, the ablative of *thæt* (the old form of *that*), and therefore means *by that*. The sentence may be thus rendered: "*By that* older he

grows, *by that* duller he becomes." That is, the measure of his age is the measure of his dulness; the two advance at an equal rate.* It is therefore always used before Adjectives in the comparative degree, to express the measure of *excess* or *defect*.†

GENDER.

In Old English the names of inanimate things were masculine or feminine; in our modern English they are always neuter.

1. Instead of *ess* as in *shepherdess*, the Old English ending for the feminine was *estre* or *ster*. Thus we had :

<i>Masculine.</i>	<i>Feminine.</i>
Spinner	Spinster
Baker	Baxter ‡ or Bagster ‡
Brewer	Brewster ‡
Seamer (Sewer)	Seams'ter (doubled into Seamstress)
Weaver	Webster ‡

From these words we may judge that spinning, weaving, baking, brewing, &c., were to a large extent carried on by women.

* "So much *the* rather Thou, celestial light!
Shine inward . . ."—MILTON.

† "The more I hate, the more he follows me."

SHAKESPEARE. (*Mid. Night's Dream*).

‡ In such a phrase as, "He runs *the* better for his new boots," the word *the* expresses the measure of superiority (or excess) in running produced by his new boots.

‡ These are now used only as proper names. *Dempster* (a judge) is probably an exception; and the modern *punter*, *gamester*, &c., are probably incorrectly formed.

2. Like *ine* is the form in *en*, of which only one example remains : Masculine *fox*, feminine *vixen*—now applied to scolding women.

3. There is a large number of words that must be of the common gender, as *cousin*, *friend*, *rival*, *servant*, &c.

4. There are three words in the English language which derive the masculine form from the feminine. These are *widower*, *gander*, and *drake*. *Widow*, in Old English, is both masculine and feminine, as the word *spouse* still is ; but, as the word *widow* came to be used solely of women, the need of some distinction was felt, and *er* was added for the masculine. The old form for *goose* was *gans* or *gand*. Add the masculine ending *er*, and we have *gander*. The old word for *duck* was *and* ; add the masculine suffix *rake*, and we have *andrake*, which is the old form of the word. It was then shortened into *drake*.

5. There is no neuter ending for Nouns. The neuter ending for Pronouns is *t*, and is still found in *it*,* *that*, and *what*,† and a few others.

* Formerly *hit* (still used colloquially in the south of Scotland by the lower orders), neuter of *he* ; like *ille*, *illud*.

† Originally neuter of *who*.

CHAPTER II.

INFLECTIONS OF THE VERB.

The English Verb is richer in forms than the Verb in any other European language. But it does not gain this wealth of expression by *inflection*, that is, by changing its endings; it gains it by employing other Verbs as helping Verbs or *auxiliaries*. Thus the European languages, which gain new powers and phrases for their Verbs chiefly by inflection, have no form for the expression, "He has been playing;" and such is also the case in other instances.

We have seen in the first part of this Grammar that there is only one inflection for *time* or *tense*. That inflection is for the past tense alone. Thus we have *write, wrote; strike, struck*, and so on. But, when we want to express future time, we have to take a new Verb; and we are obliged to use the Verb *shall*, and to say *I shall strike*. The only other inflection which English Verbs possess is for the Participle. For example, we have *write, written; smite, smitten; hide, hidden*.

It must be noticed that the *conjugation* of a Verb does not embrace all the *combinations* of a Verb. For example:—*I can write, I may go*, are mere combinations of *can* and *may*, with *write* and *go*. *I can write*,

and *I may go*, and such other expressions are sometimes said to belong to the Potential Mood. But there is no necessity for such a mood. Moreover, there is no room for it.

The *moods* of an English Verb use *inflections* to mark their differences from each other; while the tenses of the English Verb use *auxiliaries*. We know the *moods*, then, by their *inflections*; we know the *tenses* by their *auxiliaries*.

CONJUGATION OF AN ACTIVE VERB.

INDICATIVE OR ASSERTING MOOD.

I.—PRESENT TENSE.

a. Present Indefinite.

<i>Person.</i>	<i>Singular.</i>	<i>Person.</i>	<i>Plural.</i>
1.	I strike.	1.	We strike.
2.	Thou strikest.	2.	You strike.
3.	He strikes.	3.	They strike.

b. Present Incomplete.

<i>Person.</i>	<i>Singular.</i>	<i>Person.</i>	<i>Plural.</i>
1.	I am striking.	1.	We are striking.
2.	Thou art striking.	2.	You are striking.
3.	He is striking.	3.	They are striking.

c. Present Complete.

(Commonly called the Perfect.)

<i>Person.</i>	<i>Singular.</i>	<i>Person.</i>	<i>Plural.</i>
1.	I have struck.	1.	We have struck.

d. Present Complete Continuous.

Person. Singular.

Person. Plural.

1. I have been striking.

1. We have been striking.

II.—PAST TENSE.

a. Past Indefinite.

Person. Singular.

Person. Plural.

1. I struck.

1. We struck.

b. Past Incomplete.

(Commonly called the Imperfect).

Person. Singular.

Person. Plural.

1. I was striking.

1. We were striking.

c. Past Complete.

(Commonly called the Pluperfect).

Person. Singular.

Person. Plural.

1. I had struck.

1. We had struck.

d. Past Complete Continuous.

Person. Singular.

Person. Plural.

1. I had been striking.

1. We had been striking

III.—FUTURE TENSE.

a. Future Indefinite.

Person. Singular.

Person. Plural.

1. I shall strike.

1. We shall strike.

b. Future Incomplete.

Person. Singular.

Person. Plural.

1. I shall be striking.

1. We shall be striking.

c. Future Complete.

(Commonly called the Future Perfect).

*Person. Singular.**Person. Plural.*

1. I shall have struck.

1. We shall have struck.

d. Future Complete Continuous.*Person. Singular.**Person. Plural.*

1. I shall have been striking.

1. We shall have been striking.

IMPERATIVE OR COMMANDING MOOD.**PRESENT TENSE.***Person. Singular.**Person. Plural.*

2. Strike!

2. Strike!

SUBJUNCTIVE OR DEPENDENT MOOD.**I.—PRESENT TENSE.****a. Present Indefinite.**

[If*] I strike, Thou strike, He strike, &c.

b. Present Incomplete.

[If*] I be striking, Thou be striking, &c.

c. Present Complete.

(Commonly called the Perfect).

[If*] I have struck, Thou have struck, &c.

d. Present Complete Continuous.

[If*] I have been striking, Thou have been striking, &c.

II.—PAST TENSE.**a. Past Indefinite.**

[If*] I struck, Thou struck, He struck, &c.

* Or *though, unless, &c.*

b. Past Incomplete.

(Commonly called the Imperfect).

[If*] I were striking, Thou wert striking, &c.

c. Past Complete.

[If*] I had struck, Thou had struck, &c.

d. Past Complete Continuous.

[If*] I had been striking, Thou had been striking, &c.

III.—FUTURE TENSE.

a. Future Indefinite.

[If*] I should strike, Thou should strike, &c.

b. Future Incomplete.

[If*] I should be striking, Thou should be striking, &c.

c. Future Complete.

[If*] I should have struck, Thou should have struck, &c.

d. Future Complete Continuous.

[If*] I should have been striking, Thou should have been striking, &c.

INFINITIVE MOOD.

(In which the Verb sometimes takes the character of a Noun).

I.—PRESENT TENSE.

a. Present Indefinite.

To strike.

* Or *though, unless, &c.*

b. Present Incomplete.

To be striking.

c. Present Complete (or Perfect).

To have struck.

d. Present Complete Continuous.

To have been striking.

PARTICIPLES.(In which the Verb takes the character and exercises the function of an *Adjective*.)**I.—PRESENT TENSE.****a. Present Indefinite.**

Striking.

b. Present Incomplete.

Striking.

c. Present Complete (or Perfect).

Having struck.

GERUNDS.(In which the Verb exercises the functions of a *Noun* and something more).

1st FORM : Striking.

2nd FORM : To strike.

CONJUGATION OF A PASSIVE VERB.**INDICATIVE MOOD.****I.—PRESENT TENSE.****a. Present Indefinite.**

I am struck.

b. Present Incomplete.

I am being struck.

c. Present Complete (or Perfect.)

I have been struck.

II.—PAST TENSE.

a. Past Indefinite.

I was struck.

b. Past Incomplete.

(Scarcely used.)

I was being struck.

c. Past Complete (or Pluperfect.)

I had been struck.

III.—FUTURE TENSE.

a. Future Indefinite.

I shall be struck.

b. Future Incomplete.

Not in use.

c. Future Complete.

I shall have been struck.

SUBJUNCTIVE OR DEPENDENT MOOD.

I.—PRESENT TENSE.

a. Present Indefinite.

[If] I be struck.

b. Present Incomplete.

Not in use.

a. Present Complete (or Perfect).

[If] I have been struck.

II.—PAST TENSE.**a. Past Indefinite.**

[If] I were struck.

b. Past Incomplete.

[If] I were being struck.

c. Past Complete (or Pluperfect).

[If] I had been struck.

III.—FUTURE TENSE.**a. Future Indefinite.**

[If] I should be struck.

b. Future Incomplete.

Not in use.

c. Future Complete (or Pluperfect).

[If] I should have been struck.

IMPERATIVE OR COMMANDING MOOD.

Rarely used.*

INFINITIVE MOOD.**PRESENT TENSE.****a. Present Indefinite.**

To be struck.

* Such expressions as that in the verses published amongst Coleridge's poems, "Be, rather than *be called*, a child of God," are to be found in poetry, and in impassioned prose, but are not in *general* use. We have, however, "*Be not overcome* of evil."

b. Present Incomplete.

Not in use.

c. Present Complete.

To have been struck.

PARTICIPLES.

a. Present Indefinite.

Being struck.

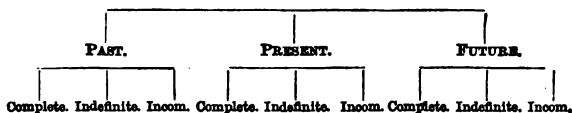
b. Present Incomplete.

Not in use.

c. Present Complete.

Having been struck.

On examining the above model of a Verb, we can see at once that there are, in English Verbs, *three* tenses, and only three. We can see also that each of these three tenses has three subdivisions. The times or tenses of an English Verb may therefore be thus set forth :



In examining a Verb, then, we have only to ask ourselves two questions :

1. Is the Verb *Present*, *Past*, or *Future* ?

2. Is its time or tense *Complete, Indefinite, or Incomplete?*

CHAPTER III.

INFLECTIONS OF PRONOUNS.

No word must be called a Pronoun that can go along with a Noun. A Pronoun is a substitute for, and not the companion of, a Noun. Such words as *that, each, every, &c.*, are therefore not Pronouns, but Adjectives.

1. The word *one* has come to be used as a pure Pronoun,* as, "One does not like to be deceived." It is said, by Latham, to be a form of the French *on*—which is said to be from *homo*—and to have been introduced by the Normans. It is much more probably from the Anglo-Saxon *æn*. The word *none* is likewise a Pronoun.†

2. *Me* is a Dative in the word *methinks*, which means, "It seems to me;" in "Woe is me," which

* For this reason it can take a plural form:

"And voices of the *loved ones* gone before."—BRYANT.

† The word *that* must also be parsed as a Pronoun in such phrases as:

"The only good on earth was pleasure;
Not to follow *that* was sin."

"I prefer *that* of Mr. Turner."

means "Woe is to me;" in "Knock me this gate" (Shakspeare), which means, "Knock at this gate *for me*;" and in many other instances in the language.

3. *We* is used by kings, presidents, ambassadors, editors of newspapers, &c. ; and often by authors, but unnecessarily.

4. When the words *another*, *former*, *latter*, and so on, take the possessive case, they may be *parsed* as Pronouns. As: "Not Lancelot's, nor *another's*."

5. The Pronoun *it* performs a large number of functions in our language:—

(a) It is used—like all other Pronouns—as the substitute for a Noun. As, "The bread is sour; take *it* away."

(b) To express causes, operations, and appearances of which we are ignorant, or which we do not care to express fully, as, "It snows;" "It rains," &c. ; "They trip it merrily," &c.

(c) To represent the phrase, *never* expressed, "What you are talking or thinking of." As: "Who is it? It is I." That is, "What you think of is I."

(d) To enable us to throw the true Nominative to the end of the sentence. As, "It is pleasant to walk on a frosty day." "To walk on a frosty day is pleasant," would be the strict logical form, but would be very harsh. "It is six weeks since that happened." "It is certain that he has gone to

London" = "That he has gone to London (nominative)—is certain."

CHAPTER IV.

INFLECTIONS OF ADJECTIVES.

NUMBER.

The only English Adjectives now changed for number are *this* and *that*, which have *these* and *those* in the plural. But, in Old English, and even down to the sixteenth century, all Adjectives had their endings altered to indicate the plural. The common termination for the plural was *e*. Thus Chaucer has—

"And *smalé* fowlés maken melodie."

CASE.

Adjectives were formerly inflected for *case*, just like Nouns ; but they are not now.

GENDER.

Nor are they inflected for gender, as they used to be.

COMPARISON.

The only purpose for which Adjectives are now inflected is to indicate the degrees of comparison.

THE COMPARATIVE DEGREE.

The old form of the comparative ending was *ter* or *ther*. The ending *ter* is found in a large number of words, and always indicates the presence in that word of the idea of *duality*. Thus :

Fa-ther	supposes	the existence of a Son	<i>also</i> .
Mo-ther	"	"	" a Son <i>also</i> .
Daugh-ter	"	"	" a Mother <i>also</i> .
Sis-ter	"	"	" a Bro-ther or <i>another</i> Sister.
Ano-ther	"	"	" of ano-ther.

Thus these words, and all like them—such as *either*, *neither*, *other*, *whether*,—compel the mind to think of *two* things.

In the same way the ending *er*, for the comparative degree, compels the mind to think of two things. Thus *happier* indicates that two persons have been compared as regards their state of mind, and that *one* has been found to be *happier* than the *other*.

THE SUPERLATIVE DEGREE.

The superlative degree presupposes that at least *three* things are in our mind, and have been compared. In Old English there were two endings for this degree, *est* or *ost*, and *ema*. This *ema* is seen in such Latin words as *post remus*. Some English words contain both forms, as *fore-m-ost*, *out-m-ost*.

The following are irregular forms :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Far	Far-ther	Far-th-est
Fore	For-m-er	Fere-m-ost

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative</i>
Late	Lat-er	Lat-est or Last
Little	Less	Least
Many	Mo-re	Mo-st
Much	Mo-re	Mo-st
Out	Out-er or Utt-er	Outer-m-ost or Ut-m-ost
Rathe (Not in general use.)	Rath-er	[Rath-est]
Nigh	Ne-ar (<i>now</i> Near-er)	Near-est or Next

1. The old positive for *good* was *bet*.* Hence *bet*, *better*, *best*.

2. The old positive for bad was *wor*. Hence *wor*, *worse*, *worest* or *worst*. The *se* in the comparative is another form for *re*.

3. *Rathe* is still found in poetry :

“Twin buds too rathe to bear
The winter’s unkind air.”

INDEFINITE COMPARISON.

There is also in English, as there is in Latin, a kind of indefinite, or vague comparison. For this we use the words *too* and *very*; *too* for the comparative, and *very* for the superlative degree. “It was too bad.” “He was very annoying.” In both these sentences we compare the *badness* and the *annoyingness* with some vague standard in our minds, but not with anything definite, or anything actually existing.

* So the German, *bass*, *besser*.

There is in the English language a large number of Adjectives that will not admit of any kind of comparison : such as *square, one, daily, British, living, paternal, dead, supreme, void*, and so on. It is unnecessary to classify them ; but the pupil may amuse himself with doing so, if he has nothing better to do.

CHAPTER V.

INFLECTIONS OF ADVERBS.

The only inflections of which Adverbs are capable are the inflections for the comparative and superlative degrees. These inflections are exactly the same as in the case of the Adjective.

In fact, many Adverbs are merely Adjectives joined to Verbs, and therefore performing the function of Adverbs ; and in the German language—to which ours is very closely related—any Adjective may be used as an Adverb.

Some Adverbs are, however, derived from Nouns. For example, *needs* = *of need* or *of necessity, sideways, lengthways, now-a-days*, &c. These are old GENITIVE or POSSESSIVE cases.

We have also Adverbs which are old DATIVES. Such are *whilom* = *at a former time*, *ever* = *at all*

time or *at any time*, and *never* = *at no time*. *Piece-meal*, too, which we find in Old English in the form of *bitmaelum*, is another DATIVE.

Old ACCUSATIVES or OBJECTIVES used as Adverbs are the following: *Home, back, aye, down* (= *hill*), *cheap* (= *market*), *north, south, halfway, always, &c.*

Most of our Adverbs are of course derived from Adjectives, as *wise'ly* from *wise*, &c. But some of them are old *cases* of Adjectives—remnants of a time when Adjectives were declined and inflected, just like Nouns.

Such are the GENITIVES: *else* (genitive of *el* = *other*, and spelt in Old English *elles*), *unawares*, and the old-fashioned *e'tsoons*. Such, too, are *inwards, outwards, &c.*

Perhaps the only instance of a DATIVE is *seldom*.

As ACCUSATIVES or OBJECTIVES are probably to be considered the following: *Late, fast, clean* (as *cleann* gone), *small,* little, enough, high* (as *high* uplifted), &c.

☞ It is particularly to be noticed that there are in English many double sets of Adverbs. That is, the simple Adjective is used as an Adverb; and the Adjective with *ly* added to it is also used as an Adverb. But the meanings generally differ; and this is one of the facts we take advantage of to increase the power of our language. Thus we have—

Late and Lately	Slow and Slowly
Right „ Rightly	High „ Highly

* “He speaks *small*, like a woman.”—SHAKESPEARE.

Fair and Fairly	Hard and Hardly
Full „ Fully	Clean „ Cleanly
Short „ Shortly	Pretty „ Prettily

By making these doubles into sentences, we shall at once see that several of the pairs differ much in meaning. “He came late,” is not the same as “He came lately;” and we can say, “He laboured hard,” and, with a quite different sense, “He hardly succeeded in convincing them.” “They are not *highly* thought of for playing so *high*.” So we have *to stop short, to fall short; pretty well, pretty good, &c.*

But a large number of our Adverbs come also from PRONOUNS.

Of these *hence, thence, and whence* are GENITIVES.

Here, hither; there, thither, &c., are DATIVES.

The function of the *h* is to express the place where *I* am; the function of the *th* is to express the place where *you* or *they* stand; of the *wh* to ask questions Thus we have—

Here	There	Where
Hither	Thither	Whither
Hence { Old Eng. Hennes. }	Thence (Thennes*)	Whence (Whennes)

The following are ABLATIVES: *The* (before Comparatives), *Why*, and *How*.

* Piers Ploughman.

CHAPTER VI.

RULES OF SYNTAX.

Syntax is usually said to consist of two parts—Concord and Government. Concord is that part which treats of what is called the *agreement* of words—in gender, number, and so on ; and Government is that part which gives us information regarding the influence one word has on another—as that of Prepositions and Verbs upon Nouns, and so on. There is often a third part added on the *Order of Words* in a sentence ; but this has its place more fitly in a book on English Composition.

The chief rule or law in Concord is given in Part II., and is,—“*A Verb must agree with its Subject in Number and Person.*” The chief rule in Government is also given there, and is,—“*Transitive Verbs and Prepositions govern the Objective Case.*”

CONCORD.

RULE I.—A VERB AGREES WITH ITS SUBJECT IN NUMBER AND PERSON.

REMARK I.—The subject of a Verb has been shown in Part II. to be (a) a Noun, or (b) a Pronoun, or (c) an Adjective, with a Noun understood, or (d) a Gerund, or (e) an Infinitive Mood. It may also be (f) a phrase, or (g) a sentence.

EXAMPLE of (f).—*Supplying our wants*, by lopping off our desires, is like cutting off our feet when we want shoes. Of (g): *That the prisoner is guilty* is quite evident.

It is quite plain that, if the subject be a Noun, or any one of the above kinds, except (b), the Verb must be in the third person. For a Noun is the name of something *SPOKEN-OF*; and what is spoken-of must be in the spoken-of or *third* person. The Pronoun alone has *three* persons.

REMARK II.—It is also evident that, if the subject be a phrase, or a sentence, the Verb must be Singular.

REMARK III.—Ignorant people sometimes insist on a Plural Verb in such sentences as: "John, with his brothers, *were* present." If they are right, they ought to say, "John *were* present with his brothers;" "John, with his two ears, *were* present," and so on.

SUB-RULE A.—The Subject of an Infinitive is in the Objective Case. As: "I saw *him sink*."

SUB-RULE B.—Two Singulars = One Plural. As: "*He and I are* ready."


REMARK I.—When the two Singular Nouns indicate only one idea, the Verb will generally be Singular. As: "Wherein *doth* sit the dread and fear of kings." "Why *is* dust and ashes (= man) proud?"

REMARK II.—Englishmen will prefer speaking what is *strictly* bad grammar, to being thought pedantic. Therefore all of us say: "Where *is* my hat and stick?" "There *was* a hen and chickens in the yard." "There *is* a knife and fork on the table."

REMARK III.—If the Predicate is a Noun, it will often draw or *attract* the Verb into the Singular number. As: "Bread and butter *is* my usual *breakfast*." "The wages of sin *is* death."

REMARK IV.—When the two subjects are thought of separately—which is indicated by the words *or* or *nor*—the Verb must of course be Singular. As: “Neither this book nor that is what I want.” The same is the case when *not* comes between. As: “My poverty, and *not* my will, consents.”

SUB-RULE C.—Collective Nouns take a Singular Verb, if (a) the notion of unity is uppermost; and a Plural Verb, (b) if the notion of plurality is uppermost.

 The notion of Plurality is uppermost when the members of the subject are thought of *individually*.

EXAMPLES of (a).—“The fleet *has* orders to sail.” “The House of Commons *resolves*.” “The Church *has* no power to,” &c.

EXAMPLES of (b).—“One half of men *do* not know how the other half *live*.” “The people of Eng^land *are* jealous of their civil rights.” In both these sentences we think of *men* and of the *people of England* as so many *individuals*, and state something about *their* habits of mind.

REMARK I.—Such sentences as “Thomson’s Seasons *is* a dull book,” “The Pleasures of Memory *was* published in 1792,” are right. Dr. Johnson said: “My *Lives are* reprinting.” He was right and he was wrong. But it would have been *better* to say: “My Lives *is* reprinting;” for his “Lives of the Poets” is one book.

RULE II.—PRONOUNS, BEING THE REPRESENTATIVES OF NOUNS, MUST AGREE IN GENDER, NUMBER, AND PERSON, WITH THE NOUNS THEY REPRESENT.

SUB-RULE A.—They must take their *Case* from their own sentence.

That is, if (i) they are Subjects, they must be in the Nominative Case; if (ii) Objects, in the Objective Case; and if (iii) possessing, in the Possessive Case.

EXAMPLE of (i).—"The man, *who* spoke to me, was the clerk."
(NOMINATIVE).

EXAMPLE of (ii).—"The man, *whom* we saw, was the clerk."
(OBJECTIVE).


EXAMPLE of (iii).—"The man, *whose* hat was on, was the clerk."
(POSSESSIVE).

SUB-RULE B.—*It* is an universal representative, and can therefore stand for any word, whether (i) singular or (ii) plural, whether (iii) first, (iv) second, or (v) third person.


EXAMPLE of (i).—*It was* he who made the noise.

"	(ii).— <i>It was</i> they	"	"
"	(iii).— <i>It is</i> I	"	"
"	(iv).— <i>It is</i> you	"	"
"	(v).— <i>It is</i> he	"	"

RULE III.—NOUNS IN APPPOSITION AGREE IN CASE.

 *Apposition* means indicating or signifying the same thing, as "John the soldier," "Bill the gardener."

SUB-RULE . A.—The apposition may be brought about by the Verb *BE*, or *BECOME*.

 In this case it is called *Verb-apposition*. As :
"John is a soldier," "Bill is a gardener." This rule is usually given, "The Verb *To be* [and *To become*] has the same Case after it as before it." But the rule we have given is better, as it contains its justification and reason in itself.

SUB-RULE B.—Any Intransitive or Passive Verb may have the same Case after it as before it, if the

words before and after it are really in apposition. As :
 “*He* returned a *friend*, *who* came a *foe*.” “*He* is called *John*.”

SUB-RULE C.—An Active-transitive Verb may draw two Nouns into apposition.

☞ This may be called *factitive* apposition. As :
 “They crowned *John king*.” “They elected *Mr. Smith* their *leader*.” “They voted *Tom* the best *cricketer*.”

REMARK I.—Sometimes the Noun is in apposition to a sentence. As : “John had left for London—a fact I only learnt after I had telegraphed.”

GOVERNMENT.

The only words that can govern are the *Verb*, the *Preposition*, and the *Noun*. Thus the chief laws of all Government are :

RULE IV.—ACTIVE-TRANSITIVE VERBS AND PREPOSITIONS GOVERN THE OBJECTIVE CASE OF THE *direct* OBJECT ;

RULE V.—ONE NOUN GOVERNS ANOTHER IN THE POSSESSIVE CASE ; AND

RULE VI.—ACTIVE-TRANSITIVE VERBS GOVERN THE DATIVE CASE OF THE *indirect* OR REMOTER OBJECT.

Under these three rules every Case of *government* in the English language can be brought.

RULE IV.—ACTIVE-TRANSITIVE VERBS AND PREPOSITIONS GOVERN THE OBJECTIVE CASE OF THE *direct* OBJECT.

SUB-RULE A.—The Object either of a Verb or of a Preposition may be a phrase or a sentence. As: "I know that *she is gone*." "He will not come without *you tell him*."

SUB-RULE B.—Intransitive Verbs may govern an Objective Case, if the object be of the same meaning as the Verb itself. As: "Let me die the death of the righteous." "Run a race," "think a thought," "sleep a sleep," &c., are similar phrases.

SUB-RULE C.—Intransitive Verbs take an Objective Case, as a short-hand expression for "*make to*." As: "He *walked the horse* to the stable" = "He *made the horse walk*." "The land grows wheat" = "The land *makes wheat grow*."

SUB-RULE D.—A (*a*) Gerund, which is a Noun, and a (*b*) Participle, which is an Adjective, govern the same Cases as their Verbs.

EXAMPLE of (*a*).—"He is tired of *teaching them*."

" (*b*).—"The boys are *teasing John*."

Here the word *teaching* performs two functions at the same time; it is a Noun in relation to the word *of*, and a Verb in relation to the word *them*. In the same way, *teasing* is an *Adjective* marking the Noun *boys*, and a *Verb* governing the Noun *John*.

SUB-RULE E.—Prepositions govern Gerunds in the Objective Case.

☞ The reason is that Gerunds are Nouns.

REMARK.—Gerunds may either end in *ing*, or take the word *to*. It is only Gerunds in *ing* that Prepositions can govern in the present day; in the seventeenth and previous centuries they governed the other form of the Gerund. Thus, “What went ye out *for to see*?”—NEW TESTAMENT.

“For not* to have been dipped in Lethe’s waves
Could save the son of Thetis *from to die*.”—SPENSER.

SUB-RULE F.—One Verb governs another in the Infinitive Mood. As: “He *tried to cross* the river.”

The reason why this rule is brought under Rule IV. is, that all such Infinitives are Nouns, and may be replaced by the corresponding Gerund. As: “He learned to fence” = “He learned *fencing*.” “He ordered him to come” = “He ordered *coming* to him.”†

REMARK.—After such Verbs as *bid, make, see, hear, &c.*, the word *to*—which is the modern “*sign of the Infinitive*,” but which no one knows anything about—is never found. As: “I *bade* him *come* home.” “I *saw* her *sink*.”

RULE V.—ONE NOUN GOVERNS ANOTHER IN THE POSSESSIVE CASE. Or, better,

RULE V.—THE NOUN POSSESSING HAS THE SIGN OF THE POSSESSIVE CASE. As: “The king’s crown.”

REMARK.—This may be changed into “The crown of the king.” If *of-the-king* is parsed as one phrase, it is called a *Dependent Genitive*.

* The *not* here modifies *could save*.

† This, though good grammar, is of course bad English.

SUB-RULE A.—When there are (a) two Nouns in apposition, or (b) two or more Nouns connected by *and*, only the last Noun has the Possessive inflection.

EXAMPLE of (a).—"John the gardener's spade."

" (b).—"Messrs. Simpkin and Marshall's books."

REMARK.—As the English are extremely fond of using shorthand expressions, they will say, instead of "One of Pope's poems," "A poem of Pope's"—meaning "A poem of Pope's poems." Here the word *Pope's* is governed by the word *poems* understood.

RULE VI.—ACTIVE-TRANSITIVE VERBS GOVERN THE DATIVE CASE OF THE INDIRECT OR REMOTER OBJECT.

As: "Give *John* the book." "He got *Mr. Jones* an umbrella."

Many people object to what they call the introduction of the *Dative* case into the English language. The fact is, it has always been in the language, and is only called an *Objective* by those who know little either of the logic or of the history of their mother-tongue. There are thousands of phrases in English literature that cannot be parsed without the aid of the term. For example, in *Henry the IV.*, the Prince of Wales says of Falstaff—

"Heaven send the *prince* a better companion!"

To which Falstaff rejoins—

"Heaven send the *companion* a better prince!"

It is impossible to parse the words in italics except as Datives; and it is impossible to understand the sentences without having the *idea* of a Dative.

The following are a few of the Verbs which govern a Dative :—Give, procure, get, hand, restore, make, keep ("Keep *him* company"); throw, work ("Work *him* further woe"); wish ("I wish *you* joy"); lend, forgive, save ("Save *us* this trouble"); spare, do, tell, promise, and a great many others.

SUB-RULE A.—The Dative is also used to express the person for whose sake anything is done.

This is especially the case in Old English. As : "Villain, I say, knock *me* at this gate, and rap *me* well ;" (SHAKSPERE) that is, "Knock at this gate *for me*." "He made *me* a ship," i. e. "*for me*."

SUB-RULE B.—Several neuter Impersonal Verbs govern the Dative. As : *methinks** = it seems to me ; *meseems* = it seems to me ; *him lists* = it pleases him.

SUB-RULE C.—When the Active Verb in a sentence is changed into the Passive, the *Indirect*, and not the *Direct Object*, often becomes the Nominative. As : "His father promised John a top," can be changed into, "A top was promised John by his father," or "John was promised a top by his father." The latter expression is the more common one.

REMARK.—This rule gives the key to a large number of odd and anomalous expressions. "I was offered a pension." "I was shown over the house." "We were shown a room." "He was forbidden access to the court." "They were refused a holiday." "We were promised a book." "He was spared the trouble." "I will not be delayed the enjoyment." All the Nouns after these Passives are OBJECTIVES.

SUB-RULE D.—[Exception.] Verbs of asking and teaching govern two Objectives. As : "He taught *me grammar*." "He asked *John to write*." *John* is one Objective ; and *to write* is the second.

* This word is not the same as the Active Verb *think*.

☞ But it is just as likely that *me* and *John* are *Datives*.

There are many rules that cannot be classified with ease or convenience. They, therefore, come here in any order.

RULE VII.—A NOUN AND AN ADJECTIVE, OR A NOUN AND A PARTICIPLE, OR A NOUN AND A NOUN,—NOT SYNTACTICALLY CONNECTED WITH ANY OTHER WORD IN THE SENTENCE, ARE PUT IN THE DATIVE-ABSOLUTE, OR IN THE NOMINATIVE-ABSOLUTE.

REMARK I.—The practice in and before Milton's time was to put such phrases in the Dative case; the modern practice is to prefer the Nominative. For example:—

. . . "*Him destroyed (Dative.)*

All will soon follow."—MILTON.

"*The enemy advancing (Nominative)*, the Danes retired."

"She earns a scanty pittance, and at night
Lies down secure, *her heart and pocket light.*" (*Nom.*)

. . . "Dagon has presumed,

Me overthrown (Dative), to enter lists with God."—MILTON.

REMARK II.—The clauses in which the Prepositions, *notwithstanding*, *during*, and *pending* are found, may be regarded as *Absolute clauses*. As: "During the trial, he fainted" = "The trial *during or going on*, he fainted."

RULE VIII.—THE GERUND GOES WITH, OR IS GOVERNED BY, (i) ADJECTIVES, (ii) NOUNS, AND (iii) VERBS.

EXAMPLE of (i).—He is *eager to go*.

„ (ii).—Wanted, a *man to act* as coachman.

„ (iii).—He *went to see* the house.

REMARK I.—It looks difficult to distinguish between the Gerund with *to* and the Infinitive with *to*. The following criterion never fails:—A Gerund will always bear the Preposition *for*,* or some such Preposition, with it; the Infinitive never. In Old English the *for* was generally expressed, as in St. Luke, “What went ye out *for* to see?” Take a few cases:

“A kingdom for a stage, princes [for] to act,
And monarchs [for] to behold the swelling scene.”

SHAKESPEARE.

“A wise good man *contented to be poor*”

Is = “A wise good man contented with to be poor.”
i.e. contented with being poor.

RULE IX.—THE ADJECTIVES *like*, *near*, AND THEIR DERIVATIVES GOVERN THE DATIVE. As: “Thomas is *like me*.” “She stood *next him*.”

They are the only Adjectives that do.

REMARK I.—The Dative is also found with such words as *woe*, &c. As: “Woe is *me*!”

“Woe worth the chase, woe worth the day!” =

“Woe *become to*, or *befal the chase*, &c.”

RULE X.—PREPOSITIONS MAY BE COMPOUNDED, SO AS TO FORM ONE IDEA.

Such are: From without, to about, till after, from above, within about, &c.

* It may not be good English, or it may be antiquated English; but it will always be *good grammar*.

RULE XI.—WHEN A PREPOSITION IS ADDED TO AN INTRANSITIVE VERB, IT MAKES IT A TRANSITIVE ONE.

Thus: Look + at = Look at.

Jump + on = Jump on.

Laugh + at = Laugh at.

SUB-RULE A.—When such Active-transitive Verbs are changed into Passive Verbs, the Preposition adheres to the Verb. As: "He was terribly laughed at."

RULE XII.—WHEN AN INTRANSITIVE OR NEUTER VERB IS THE PREDICATE, THE NOUN THAT IS THE SUBJECT WILL TAKE AN ADJECTIVE, INSTEAD OF THE VERB TAKING AN ADVERB.

Thus we say: "It looks grand," "It sounds fine," "How sweet the moonlight sleeps upon this bank!"

PARSING LESSONS.

PARSING is a kind of short description of the natural history of a word. When a person is describing a *lion*, for example, he places it in the class, sub-class, family, and so on, to which it belongs. He says the *lion* is a cat, or in Latin *felis*; and that it belongs to the sub-class *lion* or *leo*: he therefore writes it down as *felis leo*. The same procedure takes place in botany and other sciences. In describing or parsing words the usual practice is to make the description very complete—as complete as possible. We therefore combine our knowledge of the class, sub-class, and family to which a word belongs, with the chief facts we know about the inflections to which the word is

subjected. Thus we say of a Noun that it is—a Noun Common, in the Singular Number, the Masculine Gender, and the Objective Case, according to circumstances.

The English language is probably the most difficult language in Europe to parse. The number of short-hand, elliptical, or distorted expressions is very great; and it is next to impossible to say how all of them have arisen. All we can do is to say what we know about them, and then make more or less fortunate guesses about the theory of their construction. We ought, at the same time, carefully to distinguish what is *known* from what is only *conjectured*. The following are a few

CAUTIONS AND HINTS.

1. Be careful to notice, before naming any word, the function it is performing in a sentence. Thus, the word *no* is generally an Adjective or Noun-marking word, as: "There is no cream." Here *no* marks the Noun *cream*. But, in the sentence,

*No more, on prancing palfrey borne,
He carolled, light as lark at morn,"*

no is an Adverb, modifying the Adverb *more*, which itself modifies the Verb *carolled*.

2. There are many words in the English language which are spelled in the same way, but which are completely different words. For example:

A. There are in the language two words called *Become*. As: "He *became* a soldier;" and, "His uniform *became* him." The first comes from the Old English *becomman*, and the second from the Old English *bequeman*. (German, *bequemen*).

B. *The* before Comparatives is not the *the* that marks Nouns.

C. *Do* is also two words. The *do* in "This will *do*," is not the same as the *do* in "Do so." The first means "answer the purpose," and comes from the Old English *Deáh*; the second means to "act," and comes from the Old English *Dó*.

D. *Worth* may be a Verb, or an Adjective, or a Noun. In the sentence, "Woe *worth* the day!" it is a Verb in the Imperative Mood, and the sentence is = "Woe come to (or befall) the day." In this case it is *not* the same word as the Adjective *worth* in the sentence "The hat is *worth* ten shillings."

E. The Gerund must not be confounded with the Participle. The Gerund is a Noun; the Participle is an Adjective.

F. The Gerund must not be confounded with the Infinitive. The Infinitive is always either a direct Object or a Subject; the Gerund with the form *to* (like *to come, to go, &c.*) has always a Preposition *understood* before it. As:

I came to see the talking fish (*Gerund*).

I want " " " " (*Infinitive*).

"I came to see" is = "I came for to see."

G. The Verb *have*, which means to possess, and which is also used as an Auxiliary Verb, sometimes occasions confusion.

In "I had a book," *had* is the simple past of *have*. "I have had a letter," is the Present Complete of *have*.

3. Notice whether any words in a sentence are out of their *natural* order.

A. The Nominative generally comes before the Verb, but it may come after it. For example, in the sentences

(a) *May she* be happy!

(b) Nor *was* their *fear* groundless;

(c) Up *started* the *knight*;

she is the Nominative to *may*, *fear* to *was*, and *knight* to *started*

B. The object generally comes after the Verb, but may—especially in poetry—come before it.

(a) The relative always comes *before* its Verb—whether it is in the Nominative or Objective Case. As:

This is the letter *that* arrived to-day (*Nominative*).

" " " *that* he wrote yesterday (*Objective*).

(b) The necessities of the measure or of the rhyme often compel inversion in poetry. As:

"When thus the son the fervent sire addressed."

Here *sire* is the object.

(c) In impassioned prose the object is often before the Verb that governs it. As: "Me ye have bereaved of my children."

C. The Adverb is often far away from the word it modifies. The Adverb *only* is more frequently misplaced than any other. In the sentence "He only lived for their sakes," the *only* ought to modify *lived*; but it is evident the writer meant it to modify *for their sakes*, and should have written, "Only for their sakes," or "For their sakes alone."

4. Notice should be taken when a word is left out.

A. This very commonly occurs with the Relative Pronoun

if it is in the *Objective Case*. As: "This is the book I want" = "that I want." It is sometimes omitted along with the Preposition that governs it, especially in phrases describing time. As: "He left the night I did" = "on which I did."

B. The Noun *possessed* is often omitted. As: "I left my bag at the grocer's" = "grocer's shop."

C. Nouns are constantly omitted after *this, that, each, every, either, neither*. As: "This is not the book I wanted" = "This book is not, &c."

D. The Nominative to the Imperative is generally left out. As: "Come!" = "Come you."

E. Sometimes the antecedent to the Relative is omitted—especially in poetry—and must be taken out of a Possessive Pronoun. As:

"Can I believe *his* love can lasting prove,
Who has no reverence for the God I love?"

"*His, who*" is here = "of him, who."

F. The word *but* is sometimes = *that not*, and is a Relative-negative. As: "There is no man but believes" is = "There is no man who believes not."

5. Passive Verbs may always be known by their having the *Object* of the *Action* as the *Subject* of the *Verb*.

Thus, "The boy was struck." Here *the boy* is the object of the action of striking, and the grammatical subject of the Verb *was struck*; and therefore *was struck* is a Passive Verb.

There is no other safe test.

6. There is a large class of Adverbial phrases that cannot be fully parsed. It would perhaps be best to call them Compound Adverbs. Such are the phrases, *in general, at least, at random, for all that, &c.*

7. Pronouns are substitutes; they are substitutes for Nouns. But they are not the only kind of substitutes in the language.

Verbs have substitutes, or Pro-Verbs; and
Sentences have substitutes, or Pro-Sentences.

The universal substitute for a Verb, or the general Pro-Verb is *Do*. As: "He has *written* a letter; will you *do* the same?" Here *do* stands instead of *write*.

There are only two Pro-Sentences in the language—*Yes* and *No*. As:

"Will you write?" "No" = "I will not write."
"Will you come?" "Yes" = "I will come."

The Pronoun *it* is also used as a Pro-Sentence. As: "I heard the poor gentleman say his prayers last night; or I could not have believed *it*" (= that he said them).

In such phrases as "He tripped *it*," "footed *it*," &c., "How goes *it*?" and so on, *it* stands for no definite Noun, but only for some vague idea in our minds.

EXAMPLES OF PARSING.

The captain and seamen said they saw whales in the Polar Seas.

The—Adjective marking Nouns *captain* and *sailors*, not compared.

Captain—Noun common, singular number, masculine gender, nominative case to Verb *said*.

And—Conjunction, connecting the two sentences, "The captain said," and "The sailors said."

Sailors—Noun common, plural number, common gender, nominative case to *said*.

Said—Verb active-transitive, third person, plural number, past tense, indicative mood—say, said—nominative to *saw*, governing the sentence "They saw whales," in the objective case.

They—Third personal pronoun, plural number, masculine gender, nominative case to *saw*.

Saw—Verb active-transitive, third person, plural number, past tense, indicative mood—see, saw, seen—governing whales in objective case.

Whales—Noun common, plural number, common gender, objective case, governed by active-transitive Verb *saw*.

In—Preposition, governing *seas* in objective case, and connecting *whales* and *seas*.

The—Adjective marking the Noun *seas*, not compared.

Polar—Adjective, marking *seas*, not compared.

Seas—Noun common, plural number, neuter gender, objective case, governed by Preposition *in*.

The poor woman exclaimed, "O! sir, he died peacefully and calmly—without a struggle."

The—Adj. marking the Noun *woman*, not compared.

Poor—Adj., marking *woman*, compared by *er* and *est*—poor, poorer, poorest.

Woman—Noun com., sing. num., fem. gen., nom. case, to the Verb *exclaimed*.

Exclaimed—Verb act.-intr., third per. sing., past ind., reg.

O!—An Interjection.

Sir—Noun com., sing. num., mas. gen., voc. case.

He—Third pers. pron., sing. num., mas. gen., nom. case to the Verb *died*.

Died—Verb act.-intr., third per., sing. num., past tense, ind. mood, reg.

Peacefully—Adv., modifying *died*, compared by more and most.

And—Con., connecting the sentences "He died peacefully" and "He died calmly."

Calmly—Adv., mod. *died*, compared by more and most.

Without—Prep., governing *struggle*.

A—Adj., marking *struggle*, not compared.

Struggle—Noun, com., sing. num., neut. gen., obj. case, governed by Preposition *by*.

THE CONJUGATION OF THE VERB.

Like all the Germanic languages of Europe, the English language possesses a *weak* or *new*, and a *strong* or *old* form of Conjugation. The latter is called *strong*, because the language was evidently, in the early centuries, able to make greater changes and inflections in words, and was therefore in a state of greater vigour. The old form of conjugation has fallen gradually out of use, in so far, at least, as relates to the new Verbs introduced into the language. As the weak form is applied to the larger number of Verbs, it has come to be called the *regular*, while the strong and older form has been called the *irregular* mode of conjugation.

The chief peculiarity in the old form of conjugation is that the vowel of the Verb is almost always changed; while the Verbs themselves are generally monosyllabic.

Many classifications of these so-called Irregular Verbs have been proposed—none with a sufficient basis of learning. The following are merely arbitrary, and are mentioned simply as helps to the pupil in getting up these Verbs.

I. They may be divided into *three* classes:

(a) Those which have only one form for present, past, and perfect participle.

(b) Those which have only two forms " " "

(c) " " " three " " " "

II. They may be divided according to the changes in their vowels. For example:

(a)		o	en
	arise	arose	arisen
(b)	ow	ew	own
	blow	blew	blown

and so on—to a very great extent.

Such Verbs as *pay, paid, paid*; *flee, fled, fled*; *say, said, said*; *lead, led, led*, and a great number of others, might with greater propriety be regarded as anomalous Verbs of the *weak* conjugation.

The Verb *am, was, been*, is made up of fragments of three verbs. *Am* is a present which has no past or perfect participle; *was* is a past which has no present or perfect participle; and *been* is a perfect participle which has no present or past. *Go, went, gone*, is a similar Verb. *Went* is really the past of *wend*—still in use in poetry.

VERBS OF THE OLD OR STRONG CONJUGATION.

Present.	Past.	Past [or Passive] Participle.	Present.	Past.	Past [or Passive] Participle.
Abide	abode	abode	Buy	bought	bought
Am	was	been	Cast	cast	cast
Arise	arose	arisen	Catch	caught	caught
Awake	awoke R*	awaked	Chide	chid	chidden, or
Bear, to	bore, bare	born			chid
bring forth			Choose	chose	chosen
Beär, to	bore, bare	börne	Cleave, to	clave R	cleaved
carry					
Beat	beat	beaten	Cleave, to	clove, or	cloven, or
Begin	began	begun	split	cleft	cleft
Bend, un-	bent R	bent R	Cling	clung	clung
Bereave	bereft R	bereft R	Clothe	clothed	clad R
Beseech	besought	besought	Come, he-	came	come
Bid, for-	bad, bade	bidden	Cost	cost	cost
Bind, un-	bound	bound	Crow	crew R	crowed
Bits	bit	bitten, bit	Creep	crept	crept
Bleed	bled	bled	Cut.	cut	cut
Blow	blew	blown	Dare, to	durst	dared
Break	broke	broken	venture		
Breed	bred	bred	Dare, to	dared R	dared
Bring	brought	brought	challenge		
Build, re-	built	built	Déal	déalt	déalt
Burst	burst	burst	Dig	dug	dug

* Those verbs which are conjugated regularly, as well as "irregularly," are marked with an R.

<i>Present.</i>	<i>Past.</i>	<i>Past [or Passive] Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past [or Passive] Participle.</i>
Do, <i>mis-un-</i>	did	done†	Lade	laded	laden
Draw, <i>with-</i>	draw	drawn	Lay, <i>in-</i>	laid	laid
Drink	drank	drunk	Lead, <i>mis-</i>	led	led
Drive	drove	driven	Leave	left	left
Dwell	dwelt	dwelt	Lend	lent	lent
Eat	ate	eaten	Let	let	let
Fall, <i>be-</i>	fell	fallen	Lie, <i>to lie</i>	lay	lain
Feed	fed	fed			
Feel	felt	felt	Load	loaded	laden R
Fight	fought	fought	Lose	lost	lost
Find	found	found	Make	made	made
Flee, <i>from</i>	fled	fled	Mean	méant	méant
<i>a foe</i>			Meet	met	met
Fling	flung	flung	Mow	mowed	mown R
Fly, <i>as a</i>	flew	flown	Pay, <i>re-</i>	paid	paid
<i>bird</i>			Put	put	put
Forbear	forbore	forbörne	Quit	quit, <i>or</i>	quit R
Forget	forgot	forgotten		quitted	
Forsake	forsook	forsaken	Read	rëad	rëad
Freeze	froze	frozen	Rend	rent	rent
Get, <i>be-for-</i>	got	got	Rid	rid	rid
Gild	gilt R	gilt R	Ride	rode	ridden
Gird, <i>be-en-</i>	girt R	girt R	Ring	rang	rung
Give, <i>for-</i>	gave	given	Rise, <i>a-</i>	rose	risen
<i>mis-</i>			Rive	rived	riven
Go	went	gone	Run	ran	run
Grave, <i>en-</i>	graved	graven	Saw	sawed	sawn
Grind	ground	ground	Say	said	said
Grow	grew	grown	See	saw	seen
Hang	hung	hung†	Seek	sought	sought
Have	had	had	Seethe	seethed	sodden
Hear	heard	heard	Sell	sold	sold
Hew	bewed	hewn	Send	sent	sent
Hide	hid	hidden	Set, <i>be-</i>	set	set
Hit	hit	hit	Shake	shook	shaken
Hold, <i>be-</i>	held	held	Shape, <i>mis-</i>	shaped	shapen R
<i>with-</i>			Shave	shaved	shaven R
Hurt	hurt	hurt	Shear	shore R	shörn
Keep	kept	kept	Shed	shed	shed
Knit	knit R	knit, <i>or</i>	Shine	shöne	shöne
		knitted	Shoe	shed	shod
Know	knew	known	Shoot	shot	shot

† The compound verbs are conjugated like the simple, by prefixing the syllables appended to them; thus, *Undo, undid, undone.*

‡ *Hang, to take away life by hanging, is regular; as, The robber was hanged.*

VERBS OF THE OLD OR STRONG CONJUGATION. 43

<i>Present.</i>	<i>Past.</i>	<i>Past [or Passive] Participle.</i>	<i>Present.</i>	<i>Past.</i>	<i>Past [or Passive] Participle.</i>
Show	showed	shown	Stink	stunk	stunk
Shrink	shrank, or shrunken	shrunken	Stride, <i>be-</i>	strode	stridden
Shred	shred	shred	Strike	struck	struck
Shut	shut	shut	String	strung	strung
Sing	sang	sung	Strive	strove	striven
Sink	sank	sunk	Strew, <i>be-</i>	strewed	strawn
Sit	sat	sat	Swear	swore	swörn
Slay	slew	slain		[sware]	
Sleep	slept	slept	Sweat	swēat	swēat
Slide	slid	slidden	Sweep	swept	swept
Sling	slung	slung	Swell	swelled	swollen &
Slink	slank, or slunk	slunk	Swim	swam	swum
Slit	slit, or slitted	alitt. or alitted	Swing	swung	swung
Smite	smote	smitten	Take, <i>be-</i>	took	taken
Sow	sowed	sown &	Teach, <i>mis-</i>	taught	taught
Speak, <i>be-</i>	spoke	spoken	Tear	tore	törn
	[spake]		Tell	told	told
Speed	sped	sped	Think, <i>be-</i>	thought	thought
Spend, <i>mis-</i>	spent	spent	Thrive	throve	thriven
Spill	spilt &	spilt &	Throw	threw	thrown
Spin	span	spun	Thrust	thrust	thrust
Spit, <i>be-</i>	spat	spit	Tread	trod	trodden
Split	split	split	Wax	waxed	waxen &
Sprēad, <i>be-</i>	sprēad	sprēad	Wear	wore	wörn
Spring	sprang	sprung	Weave	wove	woven
Stand	stood	stood	Weep	wept	wept
<i>with- &c.</i>			Win	won	won
Steal	stole	stolen	Wind	wōnd	wōnd
Stick	stuck	stuck	Work	wrought &	wrought, or worked
Sting	stung	stung	Wring	wrung	wrung
			Write	wrote	written

SENTENCES FOR CORRECTION.

[It would be worse than useless to work through this part of the book, unless the pupil is made to give clear and adequate explanations of his reasons for the corrections.—See *Examples at the end.*]

1. His uncle gave it to him and I.
- *2. Whom do you think was there?
3. He offered a large sum to whomsoever would help him.

- *4. We sorrow not as them that have no hope.
5. I was told it was him.
6. I have seen my cousin, he that is the soldier.
7. Thompson's, Smith's, & Co.'s library is very large.
8. The officers went to Lord Wellington's, the general's, tent.
- *9. The Queen sent for the secretary and treasurer.
- *10. John is a better reader than a writer.
11. The book will be read by the high and low, the learned and illiterate.
12. Cromwell assumed the title of a Protector.
- *13. He found a few persons to pity him.
- *14. A great and a good man looks beyond time.
15. The levity, as well as loquacity, of Mrs. S. made her intolerable.
16. Those sort of books are useless.
- *17. The remark is to be found on the second or third page.
18. Our climate is not so healthy as those of France or Italy.
19. Your work is perfect; but his is better.
20. This is most complete nonsense.
21. He returned back again.
22. *Shall* and *will* are sometimes substituted for one another.
23. Every one must be the judge of their own feelings.
24. No one seemed to act as if he was their friend.
25. Let none of you imagine evil in your hearts against his neighbour.
26. The accusation cannot discompose one who has a good conscience.
27. Here's halfpence in plenty; for one you'll have twenty.
28. In France the peasantry goes barefoot.
29. Salmon is very plentiful this year.
- *30. This book is one of the best that has ever been written.
31. Art thou the man that comest from Egypt?
- *32. *Pk* have the sound of *f* in *philosophy*.
33. Who have I reason to love so much as my father?
34. They who have the courage always to speak the truth choose for thy friends.

85. Let you and I do what we can.
36. Thou, nature, partial nature, I arraign!
37. The making ourselves clearly understood is the chief use of speech.
- *38. Learning of Sanscrit is very difficult.
39. The reason of him dismissing his servant is hard to find.
40. I remember it being done.
41. The corn ought to be cut down before this time.
42. I should have liked to have been told of it.
- *43. I had intended to have gone to London.
44. The dwarf had like to have been killed more than once.
- *45. Xenophon's sword was first drawn for a Persian prince.
46. Who do you live with?
47. Who is it from, and what is it about?
48. The terms rich or poor enter not into their language.
49. He never considered the rank but merit of his friends.
50. And many a holy text around she strews
That teach the rustic moralist to die.
51. The less one reads the more time we have to read well.
52. I distinguish these two things from one another.
53. Neither of them are remarkable for ability.
54. What art thou, speak, that on designs unknown,
While others sleep, thus range the camp alone?
55. The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim.
56. Their indolence, as well as their stupidity, disinclined them from reading.
57. And still the busy world is treading o'er
The paths they trod five thousand years before.
58. It is her talents, and not her beauty, that attracts attention.
59. Sense, and not riches, win esteem.
60. I told him that I would be with him next day.
61. He says that he shall not come.
62. I had rather be poor than to gain money by such means.

63. We can easier walk than ride.
64. All their ungodly deeds which they have ungodly committed.
65. These points are easiest understood.
*66. Both these words end the same.
67. This offence I shall neither attempt to palliate nor deny.
68. He is not only accused of theft but of murder.
69. I soon expect to have finished my task.
70. He is a sensible and a good man.
71. I saw a black and white man walking together.
*72. This veil of flesh parts the visible and invisible world.
73. There is but only one such book in the world.
74. He is a dull and a prolix writer.
75. He is neither a wise nor witty author.
76. A master mind was equally wanted in the cabinet and in the field.
77. Hoping soon to see you, believe me yours truly.
*78. Failing in this attempt, no second attack was made.
79. Driven to desperation, it was proposed to kill and eat the boy.
80. I never have and never will believe it.
81. Such conduct never has and never can lead to success.
82. Those sort of mistakes are not uncommon.
83. Whom did he say had come?
84. The sons of false Antimachus were slain;
He who for bribes his faithless counsels sold.
85. It is not me you mean, surely.
86. I have left off troubling myself about those kind of things.
87. Everyone is the best judge of their own likings and dislikings.
88. Everybody trembled for themselves or their friends.
89. This man is one of the best shots that has ever shouldered a rifle.
90. Praise from a friend, or censure from a foe,
Are lost on hearers that our merits know.
91. Neither Napoleon nor Wellington were aware of it.

92. His face is very much like that of my uncle's.
- *93. That wife of my cousin's is always scolding.
94. Whom do you think I am ?
95. I don't know who you profess to be.
96. I do not see whom you appear to be.
97. Nothing but grave and serious studies delight him.
- *98. She always looks very amiably.
99. Our language is said to be less refined than those of Italy, Spain, or France.
100. One kind of bread, of coarse quality, was only allowed to be baked.
101. An officer on European and on Indian service are in very different situations.
102. My old friend, after having seated himself, and trimmed the boat with his coachman, who, being a very sober man, always served for ballast on these occasions, we made the best of our way to Fox Hall.
103. Man never is, but always to be blest.
- *104. The doctor, in his lecture, said that fever always produced thirst.
105. Alarmed by the occurrence, it was resolved to wait for fresh news.
106. The *Annals of Florence* are a most inspiring work.
107. Such expressions sound harshly.
108. I thought I should have died of laughter.
109. Let the elders that rule be counted worthy of double honour, especially they who labour in the word and in doctrine.
110. That is seldom or ever the case.
111. The fact of me being a stranger cannot justify his conduct.
112. Let me awake the King of Morven, he that smiles in danger.
113. This is a question which we ought to have expected to have found answered in the report.
114. Less than a million tons are sufficient.

115. He addressed several exhortations to them suitably to the occasion.
116. He that can doubt whether to take up arms in this cause or not, I speak not to.
117. The ends of a divine and human legislator are vastly different.
- *118. Sailing up the Trave, the spires of Lübeck may be seen at a great distance.
119. He comes ; nor want nor cold his course delay.
- *120. Great numbers were killed on either side.
121. Mr. Banting is a very good sort of a man, who has not written a very bad pamphlet, on a very important subject.
122. That opinion is too universal to be easily corrected.
123. Not only he found her busy, but contented and happy.
124. Sinners also lend to sinners, to receive as much again.
125. I hope not much to tire those whom I shall not happen to please.
- 126. No one had exhibited the structure of the human kidneys ; Vesalius had only examined them in dogs.
127. This work in its full extent, being now afflicted with an asthma, he had not the courage to undertake.

EXAMPLES OF CORRECTIONS.

2. "Whom do you think was there?" is = "Who was there do you think?" In this order the fact that *who* is the *Nom.* to *think* comes out clearly.
4. "We sorrow not as them who have no hope." *As* is an Adverbial-conjunction, and cannot govern the Objective. The full construction is, "We sorrow not as they do, &c." The word *them* should, therefore, be *they*—the *Nom.* to *do*.
9. "The Queen sent for the secretary and treasurer." This is right if both offices were held by the same person. If not, it is wrong.
10. "John is a better reader than a writer." The repetition of the *a* makes the reader and the writer two different persons ; but, as John is both, they must be one person, and should not, therefore, have another *a*.

13. "He found a few persons to pity him." This means that some people pitied him, *i.e. not none*. "He found *few* persons" would mean *not many*. In the first instance, the mental emphasis is on the word *a*; in the second, on the word *few*.
14. "A great and a good man looks beyond time." *A* is an abbreviated form of *one*—in Old English, *ane*; "a great and a good man," means, therefore, "a great man and a good man." But, as the Verb *looks* is singular, it is plain that only one man is meant. Put in another way, it is plain that *a* is an Adjective, or Noun-marking word, marking the Noun *man*, and that there is no necessity for two *a's*.
17. "The remark is to be found on the second or third page." This can only mean that the page on which it is to be found is called indifferently *second* or *third*; but this is impossible. *Two* pages are in the mind of the speaker; and each page ought therefore to have the Adjective *the*. "The remark is to be found on the second or the third page," is the right way.
30. "This book is one of the best that has ever been written." The antecedent to *that* is not the word *book* expressed, but the word *books* understood. The full sentence would be, "This book is one of the best books that have ever been written." Here we can see that the relative *that* is plural, and therefore the Verb to which it is the Nominative must be plural.
32. "*Ph* have the sound of *f* in philosophy." This error has been committed from a too great attention to mechanical accuracy; it is "grammar at sight," but not "grammar after thought." *Ph* evidently means, "*The combination ph has, &c.*"
38. "Learning of Sanscrit is very difficult." Here "learning" is a Gerund and a Noun, connected with the Noun *Sanscrit* by the Preposition *of*. As the word *learning* does not mean *all learning*, or *learning in general*, it ought to have a distinguishing Adjective with it; and we ought to say, "The learning of Sanscrit, &c."
43. "I had intended to have gone to London." This is a very common error. What I intended was a *going* or a *journey*; and the time or tense belongs to my intention alone, and not to my journey.
45. "Xenophon's sword was first drawn for a Persian prince." *First* is an Adverb or modifying word, and ought to be placed so that there can be no mistake as to the word or phrase it modifies. It evidently modifies in this sentence the phrase "for a Persian prince;" and it ought therefore to come before that phrase.
66. "Both these words end the same." *Same* is always used in English as an Adjective, and never as an Adverb. The word employed ought to be *similarly*.
72. "This veil of flesh parts the visible and invisible world." See the remarks on No. 17.

78. "Falling in this attempt, no second attack was made." *Falling* is a Participle, and is therefore an Adjective or Noun-marking word. The only Noun it could mark in this sentence is *attack*; and then the sentence would read "No second attack failing, &c.," which is nonsense. It ought to be, "They, failing in this attempt, made no second attack." And thus the Adjective *failing* marks the Pronoun *they*.
93. "That wife of my cousin's is always scolding." Here *cousin's* is in the Possessive Case, and it must therefore possess *something*. It can only possess the Noun *wives* understood; and the sentence must mean, "That wife of my cousin's wives, &c." Which is absurd.
98. "She always looks very amiably." See Rule XII.
104. "The doctor, in his lecture, said that fever always produced thirst." It ought to be *produces*. The doctor's *statement*, conveyed in the word *said*, belongs to past time; but the fact that "fever produces thirst" is a permanent truth, which belongs to the present time, and to every actual and possible present time.
118. See No. 78.
120. "Great numbers were killed on either side." *Either* means *one out of two*; so that *on either side* means *on the one side or on the other*. This is the real meaning of the writer; but it is plain his intention was different.

EXERCISES.

EXERCISE 1.—(See page 49, Exercise 86, Book I).

EXERCISE 2.—(See Grammar, page 2.) (a) What is the difference between: 1. Iron and irons? 2. Good and goods? 3. Fish and fishes? 4. Pence and pennies? 5. Geniuses and genii? 6. Brothers and brethren? (b) Give a list of Nouns that are used only in the Plural. (c) A list of Nouns used only in the Singular. (d) Show that the words *alms* and *riches* are not Plural; and give more instances if you can.

EXERCISE 3.—(See Exercise 111th, in Book I). Give a list of Nouns that have no Singular.

EXERCISE 4.—(See Grammar, page 4.) 1. How do you account for the *s* in Thursday? 2. How for the *m* in him, them, and whom? 3. Explain the meaning of Why, How, and The

before comparatives; and give examples. 4. What degree of comparison is—(a) rather; (b) out; (c) outermost or utmost; (d) more; (e) many; (f) most; (g) much; (h) least; (i) later; (j) fore; (k) little; (l) foremost; (m) farther; (n) late; (o) former; (p) farthest; (q) fore; (r) nigh; (s) next; (t) nearer? 5. What was the old positive of good? 6. What of bad? (See Grammar, Part I., page 52, Exercises 114, 115.)

EXERCISE 5.—Write out the first persons Singular and second persons Plural of all the tenses of the Indicative Mood of the Verb *go*.

EXERCISE 6.—Tell in writing the moods of the following Verbs: 1. Come. 2. (If) I be hurt. 3. To cut. 4. Cutting. 5. I was going. 6. (Though) he slay me. 7. Having come. 8. (If) I should have been run over.

EXERCISE 7.—(See Grammar, page 8). Tell the tenses of the following:—1. Have written. 2. Will have come. 3. Saw. 4. Is seeing. 5. Had arrived. 6. Will go. 7. Shall be reading. 8. Were reading. 9. Strikes. 10. Had been striking. 11. Strike. 12. Shall go.

EXERCISE 8.—Tell in writing the persons of the following Verbs: 1. Strikest. 2. Struck. 3. Strikes. 4. Try. 5. Has come. 6. Have seen. 7. Wilt come. 8. Shall hear. 9. Have arranged. 10. Shall have come. 11. Were coming. 12. Hast heard?

EXERCISE 9.—(See Grammar, page 8, &c.) Tell the person, number, tense, and mood of the Verbs in the following:—1. The last rose of summer is dying. 2. The knight rode into the lists. 3. The soldiers will have finished their work by this time. 4. Tom Jones, who drives the milk-cart, fell off. 5. The midshipmen saw whales in the polar seas. 6. The men were having their supper when the sentry stepped in. 7. At twelve o'clock the blacksmith will be beating his anvil merrily. 8. You will have the goodness to fetch the stick, George. 9. By sunrise the gardener had planted several trees. 10. The seal is beating the water with his flippers. 11. Topham, the carpenter, has, over and over again, lifted eight hundred pounds weight. 12. The little birds had laid their heads under their wings. 13. The municipality of Marseilles is building a palace for the Emperor.

EXERCISE 10.—Tell the persons, numbers, tenses, and moods, of the following:—1. (They) shall have gazed. 2. The bell will be tolling. 3. (Thou) throwest. 4. (You) had struck. 5. (They) shall have been writing. 6. (The bird) has been singing.

7. (We) sang. 8. (He) was jumping. 9. (The wind) has blown. 10. (You) have had. 11. (He) has been making. 12. (It) thought. 13. (They) shall have thought. 14. (I) shall be making. 15. (You) had known. 16. (We) were having. 17. (Thou) art blowing. 18. (She) writes.

EXERCISE 11.—Select the Future and Future Complete from the following:—1. A countless swarm of animalcules will always appear in any vegetable infusion after the lapse of a few days. 2. Cider, manufactured from good fruit, will retain its sweetness for three or four years. 3. That highly valuable fish, the salmon, will often ascend rivers for hundreds of miles. 4. From the cottage windows, lights shall have begun, at nightfall, to glance upon the darkening fields. 5. Rest, rest, on mother's breast; father will come to thee soon. 6. All her maidens, watching, said, "She must weep, or she will die." 7. By to-morrow, the king will have delegated his authority to Leicester and a faction. 8. The cook's brilliant conception, for a new year's dinner, will be a fry of horse steaks, with humble pie afterwards. 9. The ship, said the captain, will have been driving for the last two hours. 10. In a few weeks the naked soldier-crab will have found a covering to protect it. 11. Mulligatawny soup and rice, cold lamb and mint sauce, will furnish us with no bad dinner.

EXERCISE 12.—Indicative continued. Select the Present Complete and Past Complete tenses:—1. Diggory has dined repeatedly with Duke Humphrey. 2. I had bestowed upon that irresistible uncle everything I had ever possessed. 3. The frost had crunched up all the trees. 4. But scarcely had he from the harbour got free. 5. All the girls had danced in the morning, and danced out their curls. 6. The sportsmen have been shooting all the morning. 7. They've rifled his desk and letters and all, and taken the pistols and swords from the wall. 8. The soldiers had been drumming and firing in the castle. 9. The attorney had his pains for his labour. 10. Has Mr. Simpkins called this morning? No, he has not been here. 11. Of his architectural works he had never known anything. 12. On an average, shipwrecks have cost us eight thousand lives within the last ten years. 13. The boys had been shouting and hurrahing till they were quite hoarse. 14. The Arabs have excavated the rocks in the deserted town of Petra into conduits, cisterns, theatres, and temples.

EXERCISE 13.—(See Grammar, page 8, &c.) Write out the second persons Singular and first persons Plural of all the tenses of the Subjunctive of the Verb *write*.

EXERCISE 14.—Give the Imperatives, Infinitives, and Participles, of all the Verbs in Exercise 4.

EXERCISE 15.—Select the Imperative, Infinitive, and Participles:—1. Sleep and rest, sleep and rest; father will come to thee soon. 2. Blow bugle, blow; set the wild echoes flying. 3. Let us observe the common case of a Chinese town in possession of British troops. 4. Mr. Pecksniff, having received a knock on the head, lay placidly staring at his own door. 5. A speculative gentleman, wishing to teach his horse to do without food, starved him to death. 6. "Live upon sixpence a day, and earn it," was the pithy answer of Mr. Abernethy. 7. Being in great danger, the smuggler gave up his arms, and surrendered. 8. "Heave the lead," cried the captain to the seamen. 9. Volatile trifter! roaming from parlour to bedroom, like the bee; skimming from post to pillar, like the butterfly.* 10. Being by this time overcome by her feelings, she jerked a little pocket handkerchief out of her basket.

EXERCISE 16.—Write out the third person Singular and second person Plural of all the tenses of the Subjunctive Mood of the Verb *walk*.

EXERCISE 17.—(See Grammar, page 8, &c.) State the persons, numbers, tenses, and moods of the following Verbs:—1. (If) thou strike. 2. (If) you should have thought. 3. They were making. 4. (Though) we should be knowing. 5. (If) it have been blowing. 6. I jumped. 7. (If) they should sing. 8. (If) you had written. 9. You were striking. 10. (If) we have written. 11. (If) they should be throwing. 12. (Though) you should have toiled. 13. (If) we should gaze. 14. (If) she think. 15. (If) you should be making. 16. (If) I had blown. 17. They were jumping. 18. (If) he be singing. 19. (If) you should write. 20. (If) thou be striking. 21. We have thrown. 22. (Unless) I should be gazing. 23. (If) they be thinking. 24. (Though) it were raining.

EXERCISE 18.—Name the tenses, with examples, of the Gerundive, Participial, Indicative, Imperative, and Subjunctive Moods of the Verbs in Exercise.

EXERCISE 19.—(See Grammar, page 12). Write out the Participles of the following Verbs:—1. Think. 2. Make. 3. Know. 4. Have. 5. Blow. 6. Jump. 7. Sing. 8. Write. 9. Strike. 10. Throw. 11. Tell. 12. Gaze.

* Is this a sentence?

EXERCISE 20.—Write out the third persons Plural of all the tenses of the Subjunctive of the above Verbs.

EXERCISE 21.—Set down all the tenses of the Indicative Mood, Passive Voice, of the Verbs *strike*, *think*, *make*, and *know*.

EXERCISE 22.—Set down all the tenses of the Subjunctive Mood, Passive Voice, of the Verbs *strike*, *think*, *make*, and *know*.

EXERCISE 23.—(See Grammar, page 8, &c.) Set down in columns the first and third persons Singular Active, and first and third persons Plural Passive, of all the tenses of the Verbs *strike*, *think*, *make*, and *know*.

EXERCISE 24.—Set down the Participles, Gerunds, and Infinitives, Passive Voice, of the Verbs *strike*, *think*, *make*, and *know*.

EXERCISE 25.—(See Grammar, page 8). Tell the person, number, tenses, moods, and voices of the Verbs in the following :—1. And if indeed I cast the brand away, surely a precious thing should thus be lost for ever from the earth. 2. Edward the Confessor made a will, appointing Duke William of Normandy his successor. 3. Nothing could have saved the ship from utter destruction but the skill and courage of the captain. 4. The lady left Abbotsford, delighted with her host. 5. At Vilvorde, in Belgium, Tindal, the first English translator of the Bible, suffered martyrdom in 1536. 6. So we, well covered with the night's cold mantle, at unawares may beat down Edward's guard. 7. You could see this, though your eyes were shut.

EXERCISE 26.—(See Grammar, page 8, &c.) What parts of the Verb are the following : 1. To have been struck. 2. You shall have been seen. 3. If I be known. 4. He shall be made. 5. We had been known. 6. If she were thought. 7. I was being struck. 8. They shall have been known. 9. Having been thought. 10. If it had been struck. 11. Being known. 12. To be made. 13. If I should be struck. 14. We were known. 15. It shall be made. 16. If thou be struck. 17. You shall have been known. 18. If he have been thought. 19. Thou hadst been made. 20. If it were being made. 21. If I should have been thought. 22. To have been known. 23. Thou art made. 24. If you were being struck.

EXERCISE 27.—(See Grammar, page 12.) Miscellaneous sentences. Active and Passive Verbs, mixed, to be parsed : 1. As the prince held out his arms—to catch his sister, such numbers

leaped in, that the boat was upset. 2. Nine years she wrought it, sitting in the deeps, upon the hidden bases of the hills. 3. If a person lying on wet straw were deprived of all the comforts or necessaries of life, would it not hasten death? 4. It would be impossible for water to perform many of those offices, were there no hills for it to run from, no valleys to run through. 5. Oh, England! what emerald can peer, or what sapphire can vie with the grass of thy fields, or thy summer-day sky? 6. If you look at a map of the world, you will see, in the left hand upper corner of the eastern hemisphere, two islands lying in the sea. 7. Oh! what a happy life were mine under the hollow-hung ocean green! soft are the moss beds under the sea; we would live merrily, merrily. 8. An accomplished gentleman, when carving a goose, had the misfortune to send it entirely out of the dish into a lady's lap. 9. The beautiful and useful system of research in meteorology has been sadly interfered with by the American war. 11. 'Tis sweet to be awakened by the lark, or lulled by falling waters. 11. Protected by those marshy grounds which were difficult of approach, the Saxons lay among the reeds and rushes, and were hidden by the mists that rose up from the watery earth. 12. Oh! who would fight and march and countermarch, be shot for sixpence in a battle field, and shovelled up into a bloody trench where no one knows?

EXERCISE 28.—Turn the Active Verbs in Exercises 25, 26, and 27, into their corresponding tenses in the Passive Voice, and *vice versa*.

EXERCISE 29.—(See Grammar, page 21.) 1. What is the function of the (i) *h*, of the (ii) *th*, of the (iii) *wh*, in such words as *here*, *hither*, *there*, *whither*? Give examples. 2. Give ten examples of double sets of Adverbs. 3. Give twelve examples of Adverbs which come from Genitives and Datives. 4. How do you account for the *s* in such a word as *forwards*? 5. Quote three Adverbs that are old Datives, three that are old Accusatives, and three that are old Genitives.

EXERCISE 30.—(See Grammar, page 28.) Point out the Dative cases of the Indirect or Remoter Object. 1. Make me a cottage in the vale. 2. The parrot exclaimed, "Give the knave a groat." 3. The black band brought Hubert de Burgh, a smith, a set of chains to be rivetted upon him. 4. Queen Matilda sent, within two days, the poor Cornish men 3,000 marks. 5. "Hand the children along this way," cried the captain, in a voice of thunder. 6. The cruel uncle did the poor babes a foul wrong. 7. Will no Christian give the poor wretch a

penny, to keep him from starving? 8. In the beginning of this year, the appearance of the rivers promised the keen fisherman an abundance of fish. 9. In the year 1793, his father left the lucky fishmonger £1,000. Write down six additional examples.

EXERCISE 31.—(See Grammar, page 27.) After what Verbs is the usual "sign of the Infinitive" suppressed? 2. Do all Gerunds end in *ing*? If not, give two instances. 3. Do Intransitive Verbs govern an Objective Case? If so, give three instances. 4. Must the Object of a Verb or Preposition be always a Noun or Pronoun? If not, give three examples. 5. Give three instances of the Noun being in apposition to a sentence. 6. In what Case is *foe* in this sentence, "He returned a foe;" in this, "She ever dwells a perfect form in perfect rest." Why? 7. Are these sentences correct? "Macaulay's Lays are spirit-stirring;" and "Macaulay's Lays was reprinted in America." Prove they are so. 8. Show that this sentence is correct, "John, with his brothers, was present."

EXERCISE 32.—Write down, in three columns, the Nominative and the Singular and Plural Possessives in the following:—1. The king's sceptre lay at the bottom of the river. 2. The stranger's dog did not like to have his mouth wiped after dinner. 3. Suddenly a tremendous uproar was heard in the dog's dining-hall. 4. The unfortunate prisoner received his greyhound's visits during four years' confinement. 5. The African, becoming joint heir of the mayor's vast property, abandoned his piratical life. 6. In Northumberland, the peasants believe in St. Cuthbert's beads. 7. We returned by Wilkins's arm-chair, and back to the second Hopper's. 8. John Keats, the poet's, birthplace, was at Moorfields, in London. 9. The ingenious sect of the phrenologists examined the inventors' skulls.

EXERCISE 33.—Change, where you possibly can, the Possessives of the above exercises into the Objective with *of*.

EXERCISE 34.—Supply the best Verbs you can to the following subjects:—1. The robber said I the man want. 2. The poor creatures out their hands filled with small copper coins. 3. Put on the disguise she ; it is time to go. 4. The sirocco a south-east blast, charged with the heat of Africa. 5. Christian, in the *Pilgrim's Progress*, the awful court-yard of Giant Despair. 6. The dwarf, who nearly four feet high, yawned prodigiously. 7. On the following morning we to Hanley, but we

both very tired. 8. The people of Manchester, whose kindness of heart well known, liberally responded. 9. Before reaching the tree, I a boar rush rapidly along. 10. It is well thou not act the sultan, he, as thou have been, eclipsed. 11. thou have this diamond, he ?

EXERCISE 35.—Supply three subjects to each of the following Verbs:—1. The drove past. 2. picked up their baskets. 3. The flew swiftly over the lake. 4. Didn't see the duck, Robert? 5. The contained a large old French map. 6. saw the dog trotting with his tail on high. 7. The gamekeeper said didn't see the hare. 8. The began to bark at the beggars. 9. The woman fired when saw the brigand. 10. The seal dived when descried the boat's crew. 11. That the Red King met the death deserved is most true. 12. A slave discovered the entrance, where was only five feet high. 13. The traveller, said, dismounted, and went into the inn, where met him. 14. Antonio cried am here, may shoot me if like.

EXERCISE 36.—(See Grammar, page 25.) Select from any book you are reading three examples where the subject of a Verb is (a) Noun; (b) three where a Pronoun; (c) one where an Adjective; (d) three where a Gerund; (e) three where an Infinitive; (f) three where a Phrase; (g) three where a Sentence.

EXERCISE 37.—(See Grammar, page 25.) 1. How do you account for the Verb being singular in such sentences as these?—(a) My poverty and not my will consents. (b) There was racing and chasing on Canobie lea. (c) Why is dust and ashes proud? (d) Bread and butter is my usual breakfast.—2. Are the following sentences correct? (i) The public is respectfully informed. (ii) The cavalry of Europe are the best in the world. Give your reasons.—3. What Number do Collective Nouns give the Verb when the notion of unity is uppermost; (p) what when plurality.

EXERCISE 38.—(See Grammar, page 24.) Select the subjects in the following sentences, telling whether they are (a) Nouns, (b) Pronouns, (c) Adjectives used as Nouns, (d) Gerunds, (e) Infinitives, (f) Phrase, (g) Sentence. 1. Tossing the caber is a game very much practised in the Highlands. 2. Danger

* Some of the gaps where Pronouns are wanted can take them of different Genders and Numbers.

is deprived of half its terrors if we meet it face to face. 3. In the province of New Brunswick he began life as a squatter. 4. One of the officers of the 42nd drew his knife across the panther's throat. 5. In the neighbourhood of the promontory appears a remarkable eminence. 6. The very music of the name has gone into our being. 7. To make one's way through the Mammoth cave in Kentucky, unaided and alone, is a feat few can perform. 8. That Mary, the maid of the inn, was a fearless woman, is beyond doubt. 9. A willow keeps a patient watch over the stream that creeps windingly by it. 10. In the picturesque old town of Rouen there is a statue of Joan of Arc in the market place. 11. Some affirm that the Welsh pursued the English into the sea, and slew them there.

EXERCISE 39.—(See Grammar, page 24.) Supply appropriate Verbs (and thus form simple sentences) to the following Collective Nouns:—(a) Clergy, (b) crew, (c) cavalry, (d) flock, (e) covey, (f) multitude, (g) people, (h) money, (i) cod, (j) army, (k) pack (of hounds), (l) horde, (m) the church, (n) squadron, (o) band.

EXERCISE 40.—(See Grammar, page 17.)* Supply the appropriate Pronouns in the following sentences:—1. It was and not , that did it. 2. The priests praised the confessor when was gone. 3. And ever as he mingled with the crew and heard talking. 4. Go yonder, to my brother, and tell to come to . 5. should not forget the honest name of Gilbert. 6. The sportsman told that the game was at hand. 7. Below lay the beach, around a wide vacant moor, above scowled the dark wintry sky. 8. Philip sadly said, "As have waited all my life, well may wait a little longer."

EXERCISE 41.—(See Grammar, page 27.) 1. What is Noun-Apposition? 2. What Verb-Apposition? 3. What Factitive-Apposition?—Select the Noun-apposites, Verb-apposites, and Factitive-apposites in the following:—1. Peter the Hermit preached the first crusade. 2. Harold, the joiner, is a clever man. 3. The mayor entertained Mr. Van den Bosch, the ambassador.—See Book II., Exercise 73, for the remaining sentences of the exercise.

EXERCISE 42.—(See Grammar, page 28.) 1. Tell the only words that can govern. 2. Tell the chief laws of all government.—See Book II., Exercise 32, for the remainder of the exercise.

* Vary the Pronouns: use those of different persons.

EXERCISE 43.—(See Grammar, page 21.) Supply the Adverbs omitted in the following sentences, and compare them if you can. 1. The land journey from Algiers has many difficulties in it, as the roads are impassable. 2. is something sublime in the aspect of heather burning at night. 3. Amidst the close and matted grass the lark sits in her straw-built cup. 4. The sun was beginning to show himself above the stunted pines, on the sandy plain. 5. Pompey's pillar, ninety-five feet high, is polished, but it is shivered at one side. 6. The town of Bombay is a mile in length, and a quarter of a mile broad in the widest part. 7. And the tale he uttered credited at first. 8. For these wonders Dunstan had been denounced by his enemies. 9. Bergen is a built town; all the houses are constructed of wood, and painted.

EXERCISE 44.—(See Grammar, page 21.) Select the Adverbs from the following sentences, and compare each of them, if possible. 1. This usefully constructed packet contained a genealogical tree. 2. All dogs should certainly have plenty of good wholesome fruit. 3. Soon after, the people saw the poor animal sorrowfully at the same post. 4. This elephant is still quoted in the provinces as a model of friendship. 5. When I go to the land of my fathers, this young man shall always be your chief. 6. Downward, from his mountain gorge, stept the long-hair'd, long-bearded solitary, brown, looking hardly human, strangely clad. 7. The Tay, though considerably diminished in importance in many places, is a very noisy companion. 8. The towns, scattered here and there on the banks of Lake Como, are romantically situated among forests of walnut and chesnut trees. 9. The tomb of Sultan Mahmud, at Constantinople, is a beautiful building, entirely composed of white marble, and only recently built.

EXERCISE 45.—(See Grammar, page 33.) Rule 7.—Point out the Dative and Nominative Absolutes in the following sentences:—1. The natives ascended a high hill, through a difficult and steep road; which ending, they came to a small and agreeable plain. 2. The Jaffeteen Islands are dangerous for ships sailing in the night, because the water, rushing violently through the channels, prevents their turning quickly. (Does the above sentence contain a Noun Absolute?) 3. No further news having been heard of the "Midge," the crew returned. 4. The weather being hot, the negroes were prevented from working. A.—Select twelve sentences like the above, from any book you may be reading.

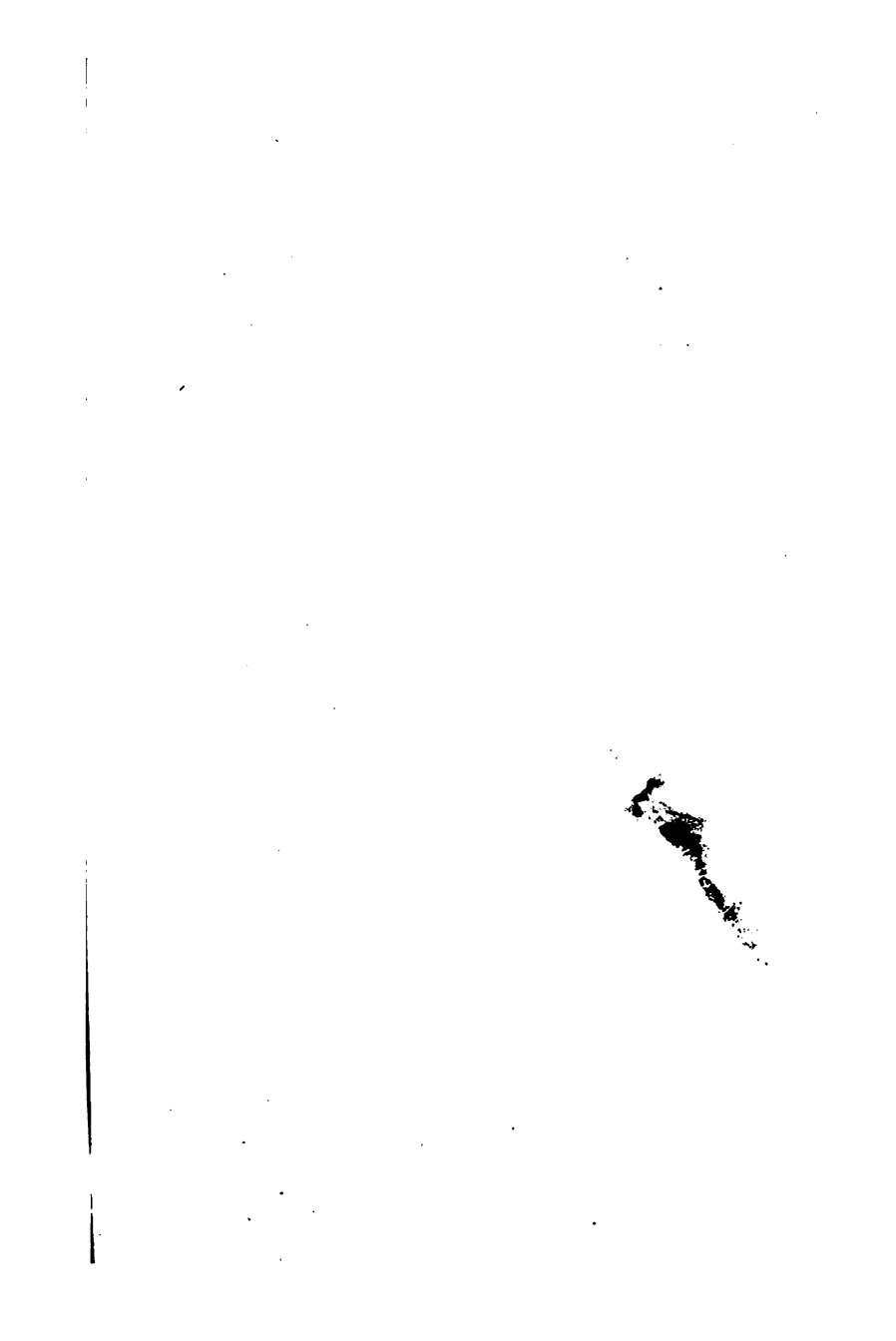
EXERCISE 46.—(See Grammar, page 29.) **Rule 8.**—Point out the Adjectives, Nouns, and Verbs that govern the Gerunds in the following sentences:—1. The governor's servants told them to fire upon the soldiers. 2. The brooding swallows cling, as if to show me their sunny backs, and twit me with the spring. 3. The nurse, wishing to see the city, stepped out of the boat. 4. The bleak wind of March made her tremble and shiver. (Is there any Gerund in the above sentence?) 5. At half-past seven they left the river, and began to ascend the mountains. 6. The villagers, anxious to increase their stock of fuel, snatched at the timber as it floated past. 7. The wounded shark had borne the loss of his brains with great composure, but, eager to get a mouthful, he jumped right out of the water. **A.**—Supply the Gerunds to the following, using any Verbs you like:—(a) *weary*, (b) *enamoured*, (c) *taste*, (d) *versed*, (e) *greedy*, (f) *proud*, (g) *glad*, (h) *ignorant*, (i) *intent*, (j) *consonant*.

EXERCISE 47.—(See Grammar, page 30.) **Rule 9.**—Point out the Datives in the following sentences:—1. But why do I talk of Death! that phantom of grisly bone, I hardly fear his terrible shape, it seems so like my own. 2. The water, like a witch's oils, burnt blue, and green, and white. 3. The stamp of the mast flew up into the sky, like a javelin launched from a giant's hand. **A.**—Make six sentences, using the Derivatives or Inflections of *near* and *like*.

EXERCISE 48.—(See Grammar, page 20.) **Rule 10.**—1. Give ten instances of Compound Prepositions. 2. Make ten sentences with them.

EXERCISE 49.—(See Grammar, page 30.) **Rule 11.**—**A.** Write out ten Intransitive Verbs to which, when Prepositions are added, they become Transitive. **B.**—Make ten sentences, using the Verbs you select in **A.**

EXERCISE 50.—(See Grammar, pages 36, 37.) 1. How may you distinguish a Gerund from an Infinitive? Give three instances of each. 2. In how many ways may *worth* be used? Give examples. 3. What are the positions of a Subject and Object in a sentence? (a) Can they have any other? If so, give an example of each. 4. Give three instances of "No" as an Adverb; of "No" as an Adjective.



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No. 4.—Come, Mary, link thi arm i' mine.
No. 5.—Chirrup.
No. 6.—The dule's i' this bonnet o' mine.
No. 7.—Tickle Times.
No. 8.—Jamie's Frolio.
No. 9.—Owd Pinder.
No. 10.—Come, Jamie, let's undo thi shoon.

No. 11.—While takin' a wift o' my pipe.
No. 12.—God bless thi silver yure.
No. 13.—Margit's comin.
No. 14.—Th' Sweetheart Gate.
No. 15.—Th' Goblin Parson.
No. 16.—Eawr Folk.
No. 17.—Gentle Jone.
No. 18.—Neet-Fo.
No. 19.—Aw've worn mi bits o' shoon away.
No. 20.—Yesternet.

21.—Bonny Nan.

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